When Stress Stays

Trace stress from its source to its effects and possible responses.

SS24.P.18 "Summarize ways to promote psychological wellness.* 18a Identify sources of stress across the human lifespan and explain the physiological and psychological consequences of stress for health and wellness.* 18b Explain physiological..."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB READ AND MARK: Underline one stressor for each age group, circle one body effect and one thought or feeling effect, and number three coping actions so you can compare how they work.

Maya's Tournament Day

1. At sixteen, Maya notices her shoulders tighten before a debate tournament. Her younger brother worries about changing schools and making friends. Their father faces changing work hours, while their grandmother worries about getting to medical appointments without a ride. Stressors can shift as people grow, from school transitions in childhood to jobs or caregiving in adulthood and health or transportation concerns in later life. A stressful event does not affect everyone equally. Whether a person feels safe, has support, or can change the situation can shape how strongly that person responds.

2. When Maya imagines forgetting her speech, her brain signals her body to release stress hormones, including adrenaline and cortisol. Her heart beats faster, and her breathing becomes quick. In the short term, these changes can help her react to a challenge. If stress stays high for weeks, poor sleep and tense muscles can leave her tired; ongoing stress may also raise the risk of health problems. Maya finds it harder to concentrate and starts thinking one mistake will ruin everything. Stress can affect feelings, too: she becomes irritable and less willing to talk with friends.

3. Before the tournament, Maya slows her breathing for a minute and stretches her shoulders. She replaces "I will fail" with "I have practiced, and I can recover from a mistake." Then she makes a short practice plan and asks a teammate to listen. Maya could instead skip practice and use energy drinks to stay awake, but that may worsen sleep and leave the stressor untouched. If stress feels unmanageable or lasts a long time, a trusted adult or health professional can help.

2 ANSWER WITH EVIDENCE

Use the passage

1. How do two stressors in the passage show that sources of stress can change across the lifespan?

2. How could Maya's physical stress response help her briefly but affect her health if stress stays high for weeks?

3. Which of Maya's actions targets her body, which targets her thinking, and which changes her behavior? Explain how one of these actions could help.

4. Why might Maya's practice plan and request for help support her wellness more than skipping practice and using energy drinks?

3 YOUR TURN

Your own words

YOUR TURN: Invent a stress situation for someone at a different age from Maya. In four or five sentences, describe one possible body effect and one thought or feeling effect, then propose a body-focused, thought-focused, and action-focused way to cope and explain why one is healthier than avoiding the situation.

When Stress Stays

PART 1 · READ AND MARK

READ AND MARK: Underline one stressor for each age group, circle one body effect and one thought or feeling effect, and number three coping actions so you can compare how they work. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	How do two stressors in the passage show that sources of stress can change across the lifespan?	**Maya's younger brother worries about changing schools, while their grandmother worries about transportation to medical appointments. Their concerns reflect different circumstances at different ages.**
2	How could Maya's physical stress response help her briefly but affect her health if stress stays high for weeks?	**A faster heartbeat and quicker breathing can help her react to a challenge. Weeks of stress can disrupt sleep, cause muscle tension and tiredness, and raise the risk of health problems.**
3	Which of Maya's actions targets her body, which targets her thinking, and which changes her behavior? Explain how one of these actions could help.	**Slow breathing or stretching targets her body, replacing "I will fail" targets her thinking, and making a practice plan or asking a teammate to listen changes her behavior. For example, a practice plan helps her prepare for the speech.**
4	Why might Maya's practice plan and request for help support her wellness more than skipping practice and using energy drinks?	**Planning and asking for help address her preparation and give her support. Skipping practice leaves the stressor untouched, and energy drinks may worsen her sleep.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

An adult who must move to a new city feels stressed about meeting people. Their heart races, and they worry that they will never find friends. They take slow breaths to settle their body, remind themselves that friendships take time, and join a local walking group to meet people. Joining the group addresses their concern more directly than staying home to avoid awkward conversations.

For the Your Turn task, accept a new, plausible stress situation and coping choices that clearly target the body, thinking, and behavior. The comparison should explain a benefit of coping rather than simply call avoidance bad.